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ABSTRACT

Noting the field of literacy education is vast and complicated, this book identifies the most significant issues and trends facing literacy educators today and to locate sources that explain principal viewpoints on these issues. Each chapter is made up of four parts: a brief introduction to the topic, the articles themselves, an annotated bibliography, and suggestions for further involvement. Articles in chapter 1, Balance, are: "A Survey of Instructional Practices of Primary Teachers Nominated as Effective in Promoting Literacy" (Michael Pressley, Joan Rankin, and Linda Yokoi); and "The Six Aspects of Literacy: A Curriculum Framework" (K. Au, J. Carroll, and J. Scheu). Articles in chapter 2, Phonics, are: "Everything You Wanted To Know about Phonics (But Were Afraid To Ask)" (Steven A. Stahl, Ann M. Duffy-Hester, and Katherine Anne Dougherty Stahl); and "Phonemic Awareness and the Teaching of Reading: A Position Statement from the Board of Directors of the International Reading Association" (International Reading Association). Articles in chapter 3, Multicultural Diversity, are: "Literacy Learning from a Multicultural Perspective" (Jim Anderson and Lee Gunderson); and "Exploring Culture through Children's Connections" (Sandy Kaser and Kathy G. Short). Articles in chapter 4, Reading Assessment, are: "Literacy Assessment Reform: Shifting Beliefs, Principled Possibilities, and Emerging Practices" (Robert J. Tierney); and "Transforming Student Assessment" (D. Monty Neill). Articles in chapter 5, Literacy Materials, are: "Basal Readers and the State of American Reading Instruction: A Call for Action" (The Commission on Reading, National Council of Teachers of English); "The Basalization of America: A Cause for Concern" (Constance Weaver); and "An Attack on Basal Readers for the Wrong Reasons" (Patrick Groff). Articles in chapter 6, Spelling, are: "The Case of Invented Spelling: How Theory Becomes Target Practice" (Edward Miller); and "Integrated Word Study: Spelling, Grammar, and Meaning in the Language Arts Classroom" (Marcia A. Invernizzi, Mary P. Abouzeid, and Janet W. Bloodgood). Articles in chapter 7, Emergent Literacy, are: "What Readers Do: Young Children's Ideas about the Nature of Reading" (Linda Teran Strommen and Barbara Fowles Mates); and "Research Based Answers to Questions about Emergent Literacy in Kindergarten" (Judi Lucas Lesiak). Articles in chapter 8, Content Literacy, are: "Let's Not Marginalize Adolescent Literacy" (Richard T. Vacca); and "Learning with Text in the Primary Grades" (Andrea M. Guillaume). Articles in chapter 9, Early Intervention, are: "Helping Struggling Readers: Linking Small-Group

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Intervention with Cross-Age Tutoring" (Barbara M. Taylor, Barbara E. Hanson, Karen Justice-Swanson, and Susan M. Watts); and "A Review of Reading Recovery" (Billie J. Askew, Irene C. Fountas, Carol A. Lyons, Gay Su Pinnell, and Maribeth C. Schmitt). Articles in chapter 10, Writing, are: "Process Writing and the Writer's Workshop: Excerpt from When Bad Things Happen to Good Ideas in Literacy Education: Professional Dilemmas, Personal Decisions, and Political Traps" (James V. Hoffman); "Process Writing and the Secondary School Reality: A Compromise" (Barbara Carney); and "Evaluation: The Center of Writing Instruction" (Jane Hansen). (RS)

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